

**AP World Studies/Honors English 9 for *The Alchemist*
Summer Reading Assignment – Hamilton High School**

Selection:	<i>The Alchemist</i> by Paulo Coelho
Rationale:	This novel was chosen as the summer reading assignment for the World Studies program because it has topics and addresses themes that will easily connect to content taught in both the Honors English and Honors World History parts of the program. Connections to <i>The Odyssey</i> , major world religions, personal narrative, geography, culture and more will be made all year.
Objectives:	To enjoy reading and responding to the book in its entirety. To understand how a writer develops the elements of literature.
Standards Addressed:	9.RL.1, 9.RL.2, 9.RL.3, 9.RL.5
Assignment:	Complete the following assignment in conjunction with your reading of <i>The Alchemist</i> . Provide evidence with page number when instructed. We will be looking for thoughtful responses that demonstrate not only reading comprehension but also evidence of deeper connections that the student is able to make with the text. All students will upload their final draft assignment to turnitin.com, and directions for that process will be provided at the beginning of the school year.
Specific Essay Instructions for answering essay questions:	Please word-process your answers in MLA format (12 pt. Times New Roman). Answer all questions (and all the parts of each question) in complete sentences unless otherwise indicated. All answers should be defended with properly cited textual evidence from the novel. *You may use a timeline template for Question #3.
Text Complexity:	ATOS Book Level: 6.4

Directions: Complete the following assignment in conjunction with your reading of *The Alchemist*. Provide evidence with page number when instructed. We will be looking for thoughtful responses that demonstrate not only reading comprehension but also evidence of deeper connections that the student is able to make with the text. All students will upload their final draft assignment to turnitin.com, and directions for that process will be provided at the beginning of the school year.

1. What is the overall message (theme) of the text? Incorporate two quotes (with page numbers) in your response as evidence of the theme.
2. Discuss how Santiago's personal legend and journey to learn more about the Soul of the World make him more open to fulfilling his destiny. Provide three pieces of evidence from the text with page number which help you respond to this prompt.
3. Draw a timeline of key events in Santiago's life and one of yours. **How do they compare?** (You may use a timeline template when answering this question.)
 - a. Choose 5-7 key events in Santiago's life and include a short description as to why each event was important.
 - b. Choose 4-6 key events in your life with ages or dates and include a short description as to why each event was important. This timeline will be turned into a narrative essay in class once the school year has started.
4. Choose a quote from the book (include page number) and make specific connections to a novel, poem, non-fiction work, movie, historical or cultural event, or religious text of which you have knowledge. Connections can be thematic, character connections, life's journey, etc.
5. Discuss if it is possible to live a fulfilling life without ever achieving one's personal legend. Give support for the answer.
6. Discuss the significance of the following two quotes in separate paragraphs as they relate to character, plot, or theme development. Remember to use the word "character", "plot", or "theme" within your answer.
 - a. "Remember that wherever your heart is, there you will find your treasure."
 - b. "When we strive to become better than we are, everything around us becomes better, too."

Assessment:	<p>A range (90-100%) – Essay answers indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.</p> <p>B range (80-89%) – Essay answers predominantly critical and close reading, and mostly thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed.</p> <p>C range (70-79%) – Essay answers indicate some critical and close reading and analysis, although understanding of the text may be vague or superficial. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.</p> <p>D or F – (0-69%) These responses are not acceptable for high school level work. It is unclear whether the book was read, or understood. Multiple errors in grammar, voice and formatting may be present.</p>		
Due Date:	<p>The assignment is DUE in class (hard copy) and submission to turnitin.com the third week of school: Thursday / Friday, August 10-11, 2017.</p> <p>Your instructor may offer an incentive for submitting this assignment early.</p>		
Connections:	<p>Ongoing reference and instruction will be tied to these books throughout the year. IT IS EXTREMELY IMPORTANT THAT YOU READ THE WORK IN ITS ENTIRETY, AS ASSIGNED.</p>		
Note:	<p>A copy of this assignment is available on-line at the Hamilton website: http://www.cusd80.com/Domain/2039</p>		
Questions?	<p>Please put “summer reading” in the subject line of your email.</p>		
	9HWS	Mrs. Hilary Johannes	johannes.hilary@cusd80.com
	9HWS	Mrs. Sherrie Hendricks	hendricks.sherrie@cusd80.com